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ABSTRACT

This publication grew out of a symposium--"Funding for Women with a Special Emphasis on Sources for Women's Educational Equity"--held in San Francisco, California, in 1979. It consists of 10 papers by 10 women who discuss funding for educational research and development projects concerned with sex equity. The papers encourage women to seek funds for their own projects. Four of the papers provide an overview of grant writing and fund raising. The other six papers describe the policies and priorities for funding women's projects for the Women's Bureau of the Department of Labor, the Fund for the Improvement of Postsecondary Education, the National Institute of Education, the National Science Foundation, the Women's Educational Equity Act Program, and the Ford Foundation. (Author/ID)

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# FUNDING FOR WOMEN'S EDUCATIONAL EQUITY

*Papers Presented at the*
*April 1979 AERA Symposium*
*"Funding for Women with a Special Emphasis on Sources for Women's Educational Equity"*
*San Francisco, California*

edited by
Lisa Hunter
and
Jean Marzone

April 1980

**WEECN**
**WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK**
Sponsored by the U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Office of Education
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About the *Women's Educational Equity Communications Network*–WEECN is an information service and communication system established in 1977 and operated by Far West Laboratory for the U.S. Office of Education under the auspices of the Women's Educational Equity Act. As an information service, WEECN collects, screens, classifies, stores, and provides information on projects and materials related to women's educational equity. As a communication system, WEECN facilitates contact among persons, groups and agencies who are working on behalf of women's educational equity. Users of WEECN include teachers, administrators, counselors, curriculum specialists, preservice and inservice trainers, researchers, students, parents, and citizens.

If you would like to know more about WEECN, please write to us.

*—Matilda Butler, Director*

# TABLE OF CONTENTS

Preface..... v

Introduction..... 1
*-Susan S. Klein*

Practical Problems in Obtaining Research and Development Funds for Women..... 3
*-Lisa Hunter*

Women and Contracting for the Federal Government..... 9
*-Beverly Y. Kovi*

Federal Funding of R&D Programs for Women's Educational Equity: Possible Sources in the Department of Labor and Other Agencies...17
*-Alexis M. Herman*

Science Education Efforts on Behalf of Women.....25
*-Linda Ingison*

The National Institute of Education.....33
*-Patricia A. Graham*

The Women's Educational Equity Act Program.....37
*-Mary Jane Smalley*

Funding "Closet" R&D at FIPSE.....41
*-Alison Bernstein*

An Overview of Foundation and Corporate Funding for Women's Equity in Education.....45
*-Jing Lyman*

The Ford Foundation.....51
*-Terry Tinson Saario*

A Review of Resources to Help Women Learn How to Secure R&D Funds.....55
*-Patricia Scheyer Templin*

# PREFACE

This publication grew out of a symposium at the annual meeting of the American Educational Research Association (AERA), held in San Francisco in April 1979. The symposium, "Funding for Women with a Special Emphasis on Sources for Women's Educational Equity," was sponsored by the AERA Committee on the Role and Status of Women. The Women's Committee is a standing committee of the American Educational Research Association. It has three goals: (1) to help women in the AERA (e.g., increase their participation in annual meetings and committees, provide information on funding opportunities); (2) to improve the status of women and minorities in educational research and development professions (e.g., conduct and design surveys to measure status, encourage their greater involvement in educational policymaking); and (3) to promote educational equity (e.g., participate in coalitions and federations to lobby for sex equity at the national level, review and disseminate guidelines for sex-fair research and development).

Susan Klein, Chair of the Committee on the Role and Status of Women and Senior Research Associate at the National Institute of Education, initiated and chaired the symposium. She conceived of the idea to gather the presentations into a monograph that would be available to the many people around the country who are looking for ways to support and manage educational projects for women.

Ten women spoke about funding for educational research and development (R&D) projects concerned with sex equity, encouraging women to seek funds for their own projects. Four of their papers provide an overview of grant writing and fund raising: Practical Problems in Obtaining Research and Development Funds for Women, An Overview of Foundation and Corporate Funding for Women's Equity in Education, Women and Contracting for the Federal Government, and A Review of Resources to Help Women Secure R&D Funds. Six papers describe the policies and priorities for funding women's projects for the Department of Labor, Women's Bureau; the Fund for the Improvement of Postsecondary Education; the National Institute of Education; the National Science Foundation; the Women's Educational Equity Act Program; and the Ford Foundation.

This monograph is a joint publication of the American Educational Research Association and the Women's Educational Equity Communications Network (WEECN).* Jean Marzone, Associate Director of WEECN, and Lisa Hunter, Director of the Women's Educational Equity Proposal Development Project (another program funded by WEEAP), edited the monograph.

We thank the authors for the time they took to review their papers and for their permission to publish them. Special thanks are given to Susan Klein for coordinating and chairing the symposium, initiating the publication, and reviewing its drafts. We also thank Kendra R. Bonnett for final editing and production and Joan Borus for typing the final version.

*WEECN is a contract funded by the Women's Educational Equity Act Program (WEEAP); it is an information system for works both completed and in progress on women's educational equity, pertaining to education in the United States.

As you read through this book, keep in mind that the presentations were made in April of 1979, and some of the information, therefore, is already dated. For this reason we have included the address of each agency at the end of the respective paper so you may obtain the most current information from them.

The 1980 AERA annual meeting is in Boston, Massachusetts, April 7-11. This year the Women's Committee of AERA is sponsoring a symposium entitled, "Funding Opportunities for Research on Sex Equity and Women's Issues."

-Lisa Hunter
-Jean Marzone

# INTRODUCTION

*Susan S. Klein*

*Susan S. Klein is past Chair of the AERA Women's Committee, and is Senior Research Associate, Social Processes/Women's Research Team at the National Institute of Education (NIE). NIE was created by the Congress in 1972 as the primary Federal agency for educational R&D. The Institute's mission is to promote educational equity and to improve the quality of educational practice. In the new Department of Education, NIE will be part of the Office for Educational Research and Improvement.*

A primary purpose of the symposium, arranged by the AERA Committee on the Role and Status of Women, was to help women obtain funds for educational research and development (R&D). Since the universe of such funding sources is too large to cover in one symposium, when we talk about specific funding information we will place special emphasis on securing R&D funds to promote educational equity for girls and women.

**ALTHOUGH THERE HAS BEEN LITTLE INFORMATION ON THE AMOUNT AND TYPE OF EDUCATIONAL R&D FUNDS OBTAINED AND MANAGED BY WOMEN, A FEW REPORTS SUGGEST THAT WOMEN ARE NOT RECEIVING A FAIR SHARE**

Although little has been written about the amount and type of educational R&D funds obtained and managed by women, the few reports in existence suggest that women are not receiving a fair share in proportion to their experience and qualifications. There are also indications that many more individuals have submitted proposals for women's educational equity projects than receive funding and that the demand for support in this area may be greater than in many other educational areas. In a 1978 National Institute of Education (NIE) grants competition for the projects in four areas of educational equity, 97 out of the total 207 proposals received were in the area of women's equity. However, only 9 of these 97 were funded.

Women and girls represent over one half the population, and many would agree that sex equity for women and men is important to the entire population. But the funds currently available for sex equity activities in education are miniscule compared to the funds available for other types of educational equity. For example, the budget figures from the U.S. Office of

Education (USOE), probably the largest supporter of educational equity activities, indicate that in FY 1979 USOE will spend $159 million on Bilingual Education; $322.5 million on race and national origin desegregation support; and $72 million on Indian education. The estimated FY 1979 USOE support for sex equity is $9 million from the Women's Educational Equity Act appropriations and $9.5 million from Title IV of the Civil Rights Act of 1964 for sex desegregation activities. These two funding sources make the major USOE support for sex equity total $18.5 million for FY 1979, less than one-third of USOE Indian Education Act funds.

In spite of these figures, I hope that those of you who are interested in locating money for R&D to promote sex equity will not become disillusioned by these comparisons. Federal funding for sex equity has, after all, increased greatly since 1973. Furthermore, it is partially up to us to make a case for the support that is needed to conduct R&D to promote sex equity--from Federal and non-Federal sources. We also need to have women exert more control of funds for all types of educational R&D. Hopefully, therefore, this symposium will:

**IT IS PARTIALLY UP TO US TO MAKE A CASE FOR THE SUPPORT THAT IS NEEDED TO CONDUCT R&D TO PROMOTE SEX EQUITY**

- Help women who seek funds for educational R&D learn more about how to do so successfully.
- Help the funding agents become more conscious of how they can modify their own activities to facilitate their support of women in educational R&D.
- Help both fund seekers and funding agents become more aware of the resources that are currently available for funding R&D in the sex equity area and encourage both groups to make more support available to promote sex equity in education.

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# PRACTICAL PROBLEMS IN OBTAINING RESEARCH AND DEVELOPMENT FUNDS FOR WOMEN

*Lisa Hunter*

*Lisa Hunter is Director of the Women's Educational Equity Proposal Development Project at the Far West Laboratory for Educational Research and Development, San Francisco, California. This contract is funded by the Women's Educational Equity Act Program, and conducts workshops around the country designed to increase the proposal-development skills of those who are planning projects related to educational equity for women.*

For the past two years I have directed a program at Far West Laboratory called the Women's Educational Equity Proposal Development Project that is funded by the Women's Educational Equity Act Program. The purpose of this contract has been to give people around the U.S. and in the trust territories technical assistance in developing projects related to educational equity for women. In 1978 and 1979, 3000 people attended the 54 workshops we conducted. The audience for these workshops are people who have not received any competitive funding and who have experience and commitment in educational equity. We have made special efforts to reach grass roots community organizations that represent rural, disabled, and minority interests.

## COMMON PROBLEMS FOR FUND SEEKERS

From conducting these grant writing workshops, we have observed some common problems that people--especially women with no experience in competitive funding--face in obtaining funds to put their ideas into practice. In discussing these areas of weakness I will give some suggestions for matching a funding source to an idea, developing the idea into an integrated and cohesive proposal, and making sure the proposal contains the elements needed to manage the program when it is funded.

Generally, novices in grant development have a fear of funding and management processes because there seems to be a mystique attached to them--there is jargon, a feeling of inaccessibility to the funding agencies, and often unrealistic expectations of what is involved in finding a funding source and submitting a proposal to it.

Specific problems are:

**MATCH YOUR IDEA TO THE FUNDING SOURCE**

People do not know how to match their idea with a funding source.

There are many resources and publications available that describe private and Federal funding sources. The last chapter lists some of the major resources. Many of these publications are available in college and university libraries and reference sections of public libraries. Use these books to find out which agencies fund projects in your subject area--applying to places that are not interested in your field is usually a waste of time.

Learn to read the Federal Register and the Commerce Business Daily. These Federal publications will list the grants and contracts the government is soliciting.

There are two other ways of getting the information about appropriate funding. One is to ask people who have projects related to your subject or interest where their funding comes from, and then look up the agency to see if it is a feasible source of funds for you. The second is to use the free help available at the Foundation Center field offices and collections. Addresses of these offices are in the Foundation Directory.

People do not check the feasibility of the idea once a funding source is identified.

**CHECK THE FEASIBILITY OF THE IDEA**

Determining the feasibility of your idea means following these kinds of steps:

- Make sure your idea fits the requirements or priorities of the agency (talk with people who have been funded by the agency, or read the description of the agency in your resource publications).
- Make sure your project idea has not already been funded (check in the annual reports of the funding agency, available free from the agency).
- Determine that you can actually complete your project within the time and money allowed by the funding source (check with people who have experience managing similar projects).
- Decide on your chances of being awarded your project (assessing your credibility and track record and those of your proposed staff and organization against that of your competition).

Get feedback on your project by discussing it with colleagues who are active in your area of interest, going to conferences and meetings that might be

attended by representatives of funding agencies, and calling the funding source (well ahead of deadlines) to ask for their responses to your idea.

**LEARN TO DEVELOP A SUCCESSFUL PROPOSAL**

People do not know how to develop a successful proposal.

If you have never worked on a proposal, there are many ways to get some help.

- Attend one of the free Women's Educational Equity grant writing workshops in your area, or, if you can afford it, one put on by a professional organization.
- Call the funding agency you think you will apply to, and make an appointment with one of the program officers to get some technical assistance.
- Study the how-to materials that are published, including the three volumes developed by this project: Developing Successful Proposals in Women's Educational Equity: The Guide, The Supplement, and The Swipe File.
- Request a copy of funded proposals from the funding source that you are interested in.
- Work with someone who has experience in proposal writing.

**LEARN TO WRITE A SUCCESSFUL PROPOSAL**

When you are ready to start writing your proposal, these tips should be helpful to you:

- Make sure you are eligible to receive funding from the agency you select.
- Read the program guidelines carefully and many times and model your proposal after their requirements.
- Make sure your project fits the agency's priorities.
- Make sure you can prove there is a need for your project, which includes making sure you are not duplicating something that has been or is being done.
- Think of the most creative ways you can solve the problem you identify and approach the activities.

**COMMON ERRORS OR OMISSIONS AMONG FUND SEEKERS**

People without experience in writing a proposal tend toward some common errors or omissions. Knowing what some of these are will help you to avoid them.

- The weakest parts of proposals are generally the management plan and evaluation plan. Get help on these if you lack experience, and make sure to include them in your proposal. Managing your project once you get funded is difficult if you have not thought it out ahead of time. Think through your staffing and management structure carefully. Con-

sider whether you will manage by hierarchy or group consensus, and justify your decision in the proposal.

- Goals are too ambitious because people have an unrealistic idea of what can be accomplished in (often) one year with a limited amount of money. Narrow your goal(s) to what can be done in a limited amount of time for a limited amount of money; check them with people who have experience to see if they can be accomplished.
- In conjunction with this, people often have an idealistic idea of how many results are possible within constraints of a grant that is limited in time.
- Budgets tend to be unrealistic. Do not underestimate your costs, and make sure you have allotted money for everything in your program that will cost something. Otherwise you will end up either volunteering time, having to settle for lower quality, or restricting the scope of your work.
- There is not enough time planned for activities. Build in a 10% margin over all your activities in your timeline, taking into account those activities that usually take more time (e.g., printing, hiring staff, interviewing, mailing).

A final word on the actual writing of your proposal related to how you approach the task. Understand the responsibility, time, and energy required in getting funded. In order to be awarded a grant or contract, you must work hard to locate the money and to justify why you are the best person or group to receive it.

The great concern among people seeking funds for women's projects is that such a small percent of the money is allocated to that. But ways exist to deal with this situation. You can write or speak with the funding source directly about the importance of changing their priorities to include women's issues; this approach is more productive with private foundations than Federal agencies. Or, you can work with the system by proposing a project which would have women as major recipients of the services or information, but which would not identify itself as a "women's project."

In conclusion, the most important advice I can give to anyone is to use your resources. Share ideas or brainstorm with a small group of people to come up with the richest, strongest solution to a problem; get feedback from people outside your group about your idea and later about your written proposal;

ask for help in areas you are not sure of; work in a team or form a coalition of groups for one strong, multi-faceted proposal that will encounter less competition. Do not give up your good ideas; getting funded is hard work, but it is not as complicated as it looks, and it is worth the work to be awarded a grant to conduct your own project.

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# WOMEN AND CONTRACTING FOR THE FEDERAL GOVERNMENT

*Beverly Y. Kooi*

*Beverly Y. Kooi is founder and President of Washington Representative Services (WRS), which publishes information on Federal grants and contracts for private corporations, universities, school districts, and other entities interested in Federal procurements. WRS also provides all services needed from a Washington area office (e.g., pick up and deliver proposals, arrange briefings, supply information on advanced procurements).*

This presentation is about R&D contracting--not grantsmanship. That is, it treats contractors as entrepreneurs who need support to exist, not academic researchers who seek grant funds to enrich their teaching activities. By way of definition, Figure 1 lists the attributes of contracts as they are usually viewed. Further, I am talking about women as the lead people in their contract-seeking group, not in the traditional role where their talents and services are marketed by men.

**MOST WOMEN R&D ENTREPRENEURS LEAD SMALL BUSINESSES; THEY ARE NEW AT SEEKING FUNDS**

There are two other assumptions in this presentation. First, most women R&D entrepreneurs lead small businesses rather than large; second, they are relatively new at seeking funds independently. From this vantage, several points can be posed and illustrated to help women seeking R&D contracts:

- Women are not an official minority, but a lot of people in and out of the government are worried that they might become "minority." Therefore, investigating Federal business programs for minorities is worthwhile.
- R&D programs are only a fraction of government business; R&D contracts related to women are an almost infinitesimal fraction.
- Programs that assist small or minority businesses to get contracts came into existence as political reactions in the Federal government and should be treated as such when you try to use them.
- The most critical contributor to success in contracting is making correct bid/no-bid decisions on particular contracts.

## FIGURE 1

### What Is A Contract?

A Federal Contract is a legal agreement for a government agency to pay an agreed upon price to an organization to perform specific tasks over a defined period of time and deliver particular products.

Characteristics* of a Contract:

Initiated by an agency for a specific service or product to fulfill a need or to satisfy a legislative requirement.

Advance information is not generally available. However, certain agencies may give notice of planned activities such as the NIE Guide on Planned Grant and Contract Projects.

Solicited in the Commerce Business Daily and/or by RFPs sent to organizations on the agency's Bidder's List.

Eligibility is usually unrestricted unless the RFP specifically states small business set aside, non-profits only, etc.

Number of awards - one, generally to one organization.

Types of awards include Fixed Price, Cost Reimbursement, Cost-Plus-Fixed-Fee, Labor Hour, Time and Material.

Available funding is not usually stated in dollar amount, but rather in terms of number of person years estimated to complete the project.

Specific projects are usually funded for one time and are not recurring.

Period of performance - averages 6-18 months.

Continuations, extensions, and possible options must be stipulated in the RFP; otherwise the contract must be recompeted.

Time to prepare proposals varies, but usually 30 to 45 days are allowed.

Performance specifications are given by the agency and little flexibility is allowed on how to do the tasks.

Monitoring is frequent with milestones defined in the contract.

Deliverables occur throughout the performance period and are specified in the contract.

Payments are made after costs are incurred or on a monthly or quarterly schedule.

Financial control is maintained by the agency and all cost-type contracts are audited.

Cancellation is possible by default or at the convenience of the government.

*Exceptions occur for each characteristic.

- Though there are many contracts for R&D and its related services, the number, especially for small businesses or women, is only a fraction, and those are hotly contested.

Let us begin by considering minorities in contracting, and women as one of those minorities. The idea of minority contract set-asides is a misconception. It is illegal for government agencies to award contracts on the basis of race, ethnic group, or sex.

**PEOPLE CAN BE CLASSIFIED AS ECONOMICALLY OR SOCIALLY DISADVANTAGED AND THUS IN NEED OF ASSISTANCE**

People can be classified, however, as economically or socially disadvantaged, or their business as being small, and thus needing assistance. Then the government can devise programs to compensate for that social, economic or size disadvantage. This is the basis of almost all minority set-aside programs, like those of the Small Business Administration (SBA), or the Office of Minority Business Enterprise (OMBE).

Despite this play upon "minority" vs "disadvantaged," almost every agency carefully surveys all of its contracts to report how many were given to Blacks, how many to women, to Hispanics, and others. The obvious place to observe this is in requests for proposals (RFPs) where part of the "certifications and representations" require bidders to state whether or not their business is woman-owned or managed. The Washington Representative Services (WRS) staff called several agencies to ask if this reporting requirement meant they considered women to be minorities. With one exception, the answer was no . . . they were just counting how many contracts women get (in case). There is probably good reason for this kind of data collection, since legislation (PL 95-507) does require that any organization awarded a Federal contract over $500,000 have a satisfactory minority subcontracting plan for the contract. We know of only one agency that now classfies women as minorities (the Department of Transportation); others, however, like the Department of Energy, have strong general minority contracting programs and may soon follow suit.

**YOU ARE "A LITTLE FISH IN A BIG POND"**

Another point to be emphasized about the Federal contracting business is that R&D is a small fraction of the business. As an R&D contractor, you are "a little fish in a big pond." This can be illustrated by the Small Business Administration program called PASS, Procurement Automated Source System. PASS lists and describes small business and minority contractors. Although the system can be queried on-line by buyers to help them fulfill their minority subcontracting requirement, the main focus of the system is on manufacturing, construction, and services. And while consulting is certainly included

in PASS, the searchable key words do not seem specialized in many cases to allow identifying the right company for specific R&D contracts. Consultants, for example, could be identified for education in general, but not for child abuse and neglect or elementary education. On the other hand, it will provide a sizable list of consultants on solid waste management. The R&D contractors, therefore, must do the specialized matching of skills to govern requirements. You have to see yourself in the bigger picture of entrepreneurs generally and fish for the business area you need. Unless you know how to "search" the government systems--computer and otherwise--this can be a frustrating task. Therefore, you and all other contractors should press SBA for better R&D coverage in PASS and more recognition of the R&D field generally.

**PROGRAMS FOR MINORITY OR SMALL BUSINESS ASSISTANCE ARE POLITICAL REACTIONS**

Related is the principle that programs for minority or small business assistance exist as political reactions. Quite simply, every agency has to have one such program to cite when asked. But, while the agencies really want to (and often do) provide good service to minorities, they are generally understaffed, and the funds, programs, and power they have to dispense are limited. Examples: 1) General Services Administration (GSA) has Business Service Centers in every region. The Centers list small companies by service areas so that government buyers can come to them for purchase orders. But when a WRS client called the regional Center, the client was told that counseling was required to get on the list; furthermore, the Center had only one very busy counselor and could not schedule a first appointment for weeks. 2) A similar problem occurred at Commerce's Office of Minority Business Enterprise. WRS staff members called OMBE to get information for this paper. In three calls the only contact person was always on another line. Each time we explained our need to the person taking our call and left a message, but never received a return call. Our call to SBA got us an invitation to look at the PASS system and some brochures, but the very pleasant woman's advocate really did not have time to discuss the programs at any length; she seemed torn between tasks. When we asked about financial assistance, we were referred to the regional office, but getting the phone number "slipped through the cracks." Even our enthusiasm for PASS dimmed a bit when we found that it would be "inappropriate" for WRS (a small, woman-owned and managed business) to use it to help find small business subcontractors for some of our large clients.

My cynicism does not mean I think the agencies are not trying or do not have good programs. It means

**YOU WILL HAVE TO TRY HARDER—TO BE AGGRESSIVE—TO USE FEDERAL ADVANTAGES**

that because programs are short-handed and women are not officially minorities, you will have to try harder--to be aggressive--in order to use Federal advantages offered to small contractors. SBA has papers on Federal Government efforts to assist women entrepreneurs which may be helpful. They send application forms to help you get listed in PASS and single copies of other reports and brochures on women in government business.

By now you have probably guessed that I do not believe you should depend on minority programs to get you into Federal contracting. Therefore, the last topic listed in this presentation is the shape of the general R&D market.

**SHAPE OF THE GENERAL R&D MARKET**

Every year, as part of its regular information service, Washington Representative Services orders and summarizes RFPs. We review over 4000 RFPs in the R&D, social programs, and computer service areas--charting what they were for, where they came from, when they came, who won, and how much they were for. This annual analysis is one of the products we sell. The findings illustrate just how limited the market is: two-thirds of these competitive contract opportunities appear during the last quarter of the year, and about 5% to 10%, depending on the agency, are set aside for small business-only participation. Three-fourths of the contract awards are for less than $200,000, and generally speaking, the smaller the contract amount, the more bids are made for it. Most agencies pay between $50,000 and $60,000 a year for one person's time. About 11,000 of the Commerce Business Daily's (CBD) 28,000 mailing list seem to be researchers, providers of social programs, or providers of computer service, but only about 1000 of those are listed in the CBD Awards section as winning two or more contracts per year. Once having received a competitive contract, however, the chances for other competitive or noncompetitive contracts in the same areas seems to increase.

Given this market, then, what can I suggest as most critical to your success in entering the government contracting market? First, of course, you must monitor what is going on and what is coming up in the way of contracts. WRS has a complete system for monitoring what is going on and will be happy to discuss it with anyone. No one really has a complete system for monitoring what is coming up in the future, but Figure 2 lists some of the places you can seek information. Once you find an R&D need of interest to you, you can start making contacts in that funding agency that may help you win the contract.

## FIGURE 2

Where to Get Information on Proposed Contracts

Agency Budget Plans

Appropriation Hearing Reports

House/Senate Committee Reports on Legislation

Agency Special Reports Submitted to Congressional Committees

Agency Program Plans

Advance Notice Plans

Agency Strategy Papers

Agency Research Plans (usually interval)

Task Force Reports

Management Initiation Tracking System Papers

Advisory Committee Meetings

Conferences and Public Hearings

Advisory Committee Reports

Government Accounting Office Reports

Congressional Budget Office Reports

Contract Final Reports

Federal Register Notices and Regulations

Requests for Proposals (RFPs)

Newsletters - i.e. the WRS Washington Marketer

Newspaper and Magazine Articles

Second, you should explain your capabilities to large companies. Because the new legislation requires that they develop plans to include small businesses and minorities, most companies will welcome your approach. If you do not know who the big companies are in your area, you may want to consult the U.S. Contract Awards database. Call Washington Representative Services, (703) 243-8912.

Finally, most critical to contracting success is selecting the right opportunities for bidding. Too often novices write proposals in response to an attractive RFP when there is almost no chance they can win. In order to decide whether to bid or not, you must consider such factors as whether or not you are eligible for funding, you have enough time to write a proposal, you have the staff and institutional qualifications required for the project. Finally, you need to know who your qualified competitors are and assess your chances of winning. And, of course, you must write a good proposal!

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# FEDERAL FUNDING OF R&D PROGRAMS FOR WOMEN'S EDUCATIONAL EQUITY: POSSIBLE SOURCES IN THE DEPARTMENT OF LABOR AND OTHER AGENCIES

*Alexis M. Herman*

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The full participation of women in all aspects of our society depends, to a large extent, upon women's full participation in education programs and activities. The area, in particular, where women's lack of educational equity has a negative impact is in their employment, the two issues being linked closely together. Although the median number of school years completed by female and male workers is the same (12.6 years), the academic disciplines in which they have been prepared differ substantially, as do the jobs they hold and the earnings they receive.

**WOMEN, ON THE WHOLE, ARE STILL CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS**

Gradually women are moving into nontraditional skill areas of employment in blue-collar trades, as well as professional and managerial occupations. But women, on the whole, are still concentrated in a small number of occupations. Over half of the 42 million women workers (1978) are concentrated in just 20 of the 441 occupations identified in the Census Occupational Classification System, and they are largely in the low-pay categories.

A comparison of the degrees awarded to women in the mid-seventies with those in the mid-sixties shows some improvement in the nontraditional areas, according to the National Center for Education Statistics. At all degree levels, women have increased their portions of degrees awarded in the fields of computer and information sciences, mathematics, architecture, and in engineering, where the least gains were made. In all of these areas, it is necessary to have a good background of math in high school, but even today women tend to shy away from math and science and are,

consequently, prevented from understanding the concepts as well as the importance of those basic disciplines.

**EDUCATIONAL EQUITY INVOLVES REMOVING THE FEAR SURROUNDING SUBJECTS THAT ENHANCE ONE'S LIFE EXPERIENCE**

Educational equity involves removing the fear surrounding math and any other subjects that enhance the ability of women to have an economically and personally rewarding life experience, and that adequately prepare them to compete in the job market. Attention must be focused upon removing sex bias and sex stereotyping in a broad range of educational activities that extend from preschool programs to continuing education for adults. Achieving educational equity also involves meeting the special needs of groups that may be affected differently, such as racial and ethnic minorities who suffer double jeopardy in lack of educational opportunity, rural women, older women, teenage mothers, single parents, and handicapped persons.

The barriers to educational equity have come in forms as overt as the total exclusion of girls from "boys' woodworking courses" and as covert as the stereotyped attitudes that are manifested in the aura of fear that causes girls to shun high school math. Even in their formative years, girls and boys are guided in entirely different directions through sex-role stereotyping. These attitudes are instilled and reinforced by a number of forces in our society--by textbooks and curricula as well as the print and broadcast media; by teachers and counselors as well as parents and peers. The stereotypical impressions are transferred from the educational setting to the workplace, and from the home to the workplace.

**BARRIERS TO EQUITY FOR MATURE WOMEN**

For mature women, other barriers to educational equity lie in social constraints, institutional practices--financial aid, admission factors--the lack of supportive services, including child care for mothers who want to participate in educational activities, and the lack of information about adult life responsibilities.

The need for research to identify ways to eliminate barriers and promote equity is crucial. There is an urgent need to uncover and examine the factors which limit educational opportunity for all women, particularly for those of racial and ethnic minorities and those from low-income families. Therefore, a major task, and one that this seminar seeks to undertake, is that of identifying various sources of funding for research and development of programs which enhance women's educational equity.

This paper suggests possible sources of funding in the Department of Labor, in addition to other Federal sources exclusive of the Department of Health, Education, and Welfare, the agency primarily responsible

for administering the Women's Educational Equity Act (WEEA) and Title IX of the Education Amendments.

To keep the issue in perspective, the key provision of Title IX states simply that "no person in the United States shall on the basis of sex, be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." Furthermore, the Women's Educational Equity Act shall be considered an essential helpmate that authorizes a broad range of activities at every level of education to eliminate sex bias and sex-role stereotyping, and to expand educational opportunities for girls and women.

**THE GREATEST POSSIBILITIES APPEAR TO BE UNDER CETA**

In the Department of Labor, several funding sources exist for research and development of programs for training and employment. In some instances there is the potential for projects that bear on women's educational equity. The greatest possibilites appear to be under the revised Comprehensive Employment and Training Act (CETA) passed by Congress in October 1978 and administered by the Employment and Training Administration (ETA).

A provision for research, training, and evaluation requires the Labor Department to undertake a wide-ranging program of employment and training research. This includes studies on skill, responsibility, and remuneration; easing the transition from school to work; and opportunities and services for older persons who desire to enter or reenter the labor force. Also authorized is research on the applicability of job sharing, work sharing, and other flexible hours arrangements in various settings, and of the incentives and technical assistance required by employers to implement such alternative arrangements. There is authorization to investigate the extent to which job and wage classification systems undervalue certain skills and responsibilities on the basis of the sex of persons who usually hold the positions.

Under the CETA legislation the Department must conduct educational and assistance programs to eliminate artificial barriers to employment based on sex, race, age, national origin, handicap, marital status, and other barriers. In complying with this requirement, the Labor Department must consult with the Department of Health, Education, and Welfare; the Civil Rights Commission; and the Equal Employment Opportunity Commission. Discretionary funds for research on displaced homemaker programs are contained under Title III of the Act.

Youth programs provided for under CETA cover a wide range of training and supportive services, including programs to overcome sex stereotyping in job development and placement. This and other provisions of CETA ought to be examined to determine what funding possibilities exist to support research and development programs for educational equity.

**THE OFFICE OF YOUTH PROGRAMS HAS FUNDED A NUMBER OF YOUTH DEMONSTRATION PROJECTS**

The Office of Youth Programs, under ETA's Office of National Programs, has funded a number of youth demonstration projects. At all sites, certain factors are being studied--primarily the effects of introducing community-based organizations as "delivery agents" to assist high school youth in understanding how to prepare themselves for the world of work.

The Women's Bureau received such a grant from ETA to conduct several projects for high school girls who are juniors and seniors, and they include efforts to achieve educational equity. From this grant the Bureau has funded five demonstration projects focusing on how the school to work transition can be eased for disadvantaged young women. It has held consultations to focus on specific problems that affect minority young women, including black, Hispanic, and Native American women who are not only making the transition from school to work but from reservation to urban environments. In addition, the Bureau is involved in finding out more about the effects of teenage pregnancy on the education and employment of young women.

The Research and Development Office of ETA publishes an annual edition of Research and Development Projects, which summarizes projects it has funded as authorized under CETA. It also includes guidelines for submitting proposals and statutory language outlining the goals and functions of the R&D programs. Individuals should examine the document to identify any projects related to equity in education.

**EDUCATIONAL EQUITY CAN BE EXAMINED IN LIGHT OF THE KINDS OF PROGRAMS AVAILABLE TO WIN CLIENTS**

Another Labor Department program conducting research and demonstration activities is the Work Incentive Program (WIN). The WIN Program provides employment and training assistance to persons who receive aid for dependent children. While educational equity may not be an immediate concern in such programs, services provided to WIN clients include education, vocational training, and on-the-job experiences where equity can be examined in light of the kinds of programs available to them.

As for other research programs in the Department of Labor, the Office of Policy, Evaluation, and Research coordinates and provides leadership to the Department's economic and social research as well as policy and program planning and evaluation bearing on the welfare of all workers.

Another Labor Department agency, the Employment Standards Administration, has a Division of Evaluation and Research, which undertakes research in connection with the administration of ESA programs. The agency handles programs dealing with minimum wage and overtime standards, workers' compensation, and nondiscrimination and affirmative action for women and minorities. ESA's enforcement programs for equal pay and age discrimination were transferred to the Equal Employment Opportunity Commission on July 1, 1979.

A number of other Federal departments have grant monies for various kinds of programs including research and development. But since the concept of educational equity is rather broad as embodied in the legislation, it is a lengthy and tedious task to identify all the Federal sources of funds for research support and program development which have direct impact on educational equity. Individuals and groups should seek out the grant programs and the authorization under which they operate to see if, in the application of the law, funds can be dispensed for purposes of research and development for educational equity. For example, funding for battered women and child care programs relate in many instances to expanding women's educational opportunities and might be included in considering areas of research.

**CHECK THE AUTHORIZATION UNDER WHICH GRANTS OPERATE**

Two source books that list all Federal agencies and their objectives and programs are the Catalog of Federal Domestic Assistance, revised each year by the Office of Management and Budget, and the U.S. Government Manual, also revised annually by the General Services Administration. Another reference work that describes funding processes generally and provides information sources is the Women's Educational Equity Communications Network's publication, Finding Funds for Programs Relating to Women's Educational Equity.

Recently sources of information compiled specifically to aid women in seeking funds from public and private agencies and foundations have appeared. The Women's Bureau recognized the need when it published two funding guides, both of which are still very popular. One is A Guide to Seeking Funds from CETA, which has been revised to incorporate the new CETA regulations. The other is a kit of resource materials for groups seeking financial assistance, which identifies publications to aid in the search for grants, and includes basic elements in proposal writing.

**PROGRAM REQUIREMENTS VARY SO GET SPECIFIC APPLICATIONS AND ELIGIBILITY INFORMATION**

Requirements on applying for and using funds vary widely, so it is necessary to get specific application and eligibility information for each agency's program. And is it necessary to look not only to the large

cabinet departments, such as Agriculture and Labor, but also to agencies, such as the National Endowment for the Arts and National Endowment for the Humanities, both of which award grants to individuals, private nonprofit organizations, public agencies, and institutions of higher education. The ACTION agency has supported a number of community oriented programs involving women's concerns, and the Small Business Administration may be able to sponsor community education projects for educational equity. SBA has initiated seminars to deal with the problems of women who wish to start small businesses and has targeted guaranteed loan funds for women.

In another direction, the research activities under agencies, such as the Veterans Administration (VA), should be investigated. The VA, for example, administers education and training grant programs. The Law Enforcement Assistance Administration provides funding for strengthening and improving law enforcement and criminal justice, and supports research, education, and training programs, including projects at state and local levels for women offenders.

**FUNDS ARE AVAILABLE, BUT GETTING THEM TAKES CAREFUL PLANNING AND PERSEVERANCE**

Even a very cursory review of Federal agencies' programs indicates that funds are available for various kinds of research support and program development. But getting the funds takes careful planning, well-thought out alternatives, and perseverance until you do win out in a process where the competition is stiff. Identifying and pinpointing every possible funding source and outlining requirements for eligibility and the application process could provide the basis of an extensive research project in itself.

The legislation establishing programs makes instructive reading, especially the amendments which are now including anti-sex discrimination provisions to various grant authorization statutes. Also worthwhile are the findings of Federal groups charged with a responsibility to determine how agencies are responding to legislation they administer to achieve equal opportunity for women. The U.S. Commission on Civil Rights investigates and reports on anti-discrimination provisions, and the National Advisory Council on Women's Educational Programs is concerned with responsiveness to legislation for women's educational equity. Its mandate addresses not only WEEA, but all Federal policies and programs affecting women's education at all levels. Familiarity with the legislation involving an agency or program could help the proposal writer make a more effective case.

The Interdepartmental Task Force on Women, created by Executive Order 12050 in April 1978, works within the Federal system to advise the President on ini-

**OUT OF THE 1977 NATIONAL WOMEN'S CONFERENCE CAME A STRONG RECOMMENDATION TO PROMOTE EDUCATIONAL EQUITY**

tiatives needed to promote equality for women, including the recommendations of the 1977 National Women's Conference. A strong recommendation came out of that conference to promote educational equity. It called for vigorous and expeditious enforcement of all laws prohibiting discrimination at all levels of education; surveys to gather data on compliance; the upgrading and expansion of leadership programs for working women in post-secondary schools; more bilingual vocational training, educational and cultural programs; and the removal of sex stereotyping in all its forms. Recommendations and the administration's executive and legislative actions to address these needs are included in the report, The First 18 Months, submitted to the White House by the National Commission on the Observance of International Women's Year.

The Women's Bureau maintains a deep interest in programs to achieve educational equity and how they relate to women's employment. There are concerns about young women's transition from school to work, and about opportunities for mature women and all women to continue their education--in both formal and informal settings.

The Bureau's participation in this AERA symposium represents a partnership that should be maintained with agencies throughout the government and the and the private sector who share mutual concerns--to achieve equity in education, to enhance employment opportunities, and to improve the quality of life for all American women.

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# SCIENCE EDUCATION EFFORTS ON BEHALF OF WOMEN

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*Linda Ingison is Project Manager in the Office of Program Integration of the National Science Foundation, Washington, DC. The National Science Foundation is an independent agency of the Federal Government established in 1950 to promote and advance scientific progress in the United States.*

Like other foundations and agencies today, the National Science Foundation's Science Education Directorate is helping women. Specifically, the Directorate is concerned with promoting the role that women play in science and technology.

The National Science Foundation (NSF) is an independent agency of the Federal Government established in 1950 to promote and advance scientific progress in the United States. Unlike some other agencies (e.g., the National Aeronautic and Space Administration and the National Institutes of Health) NSF does not itself conduct research or carry out projects in science education. The Foundation fulfills its responsibility by encouraging and supporting scientific research and science education projects, and by fostering scientific information exchange. Recipients of NSF support have full responsibility, in accordance with the terms of their grants or other agreements, for the conduct of their projects, publication of any results, or for the preparation of instructional materials involved. The Foundation supports scientific research and education projects in the mathematical, physical, environmental, biological, social, behavioral, and engineering sciences. We do not support projects in clinical medicine, arts and humanities, business areas, or social work.

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* The opinions expressed in this presentation are those of the author and do not necessarily reflect the views of the National Science Foundation. Much of the information was drawn from materials provided by the WIS Program Manager, Joan Callanan.

The Foundation is organized in seven major units called Directorates (the Directorate for Administration; the Math, Physical Science, and Engineering Directorate; the Astronomical, Atmospheric, Earth and Ocean Sciences Directorate; the Biological, Behavioral, and Social Sciences Directorate; the Applied Science and Research Applications Directorate; the Scientific Technological, and International Affairs Directorate; and, finally, the Science Education Directorate) each of which is headed by an assistant director.

**THE SCIENCE EDUCATION DIRECTORATE HAS FOUR OPERATING UNITS**

The Science Education Directorate has four operating units, one for each of its major aims. Programs are placed in the unit that best fits their primary purpose.

- Division of Science Education Resources Improvement (SERI): This Division provides support to strengthen the capabilities of schools, colleges and universities for science education and research training. Programs range from those aimed at institution-wide improvement in the sciences to highly focused projects dealing with a single component of an individual course.
- Division of Scientific Personnel Improvement (SPI): This Division provides support for fellowships, traineeships, science teacher development, and student-oriented activities, including programs to increase the entry of women, minorities, and the physically disabled into the sciences. Programs emphasizing the development of individuals rather than institutions, are the primary responsibility of this Division.
- Division of Science Education Development and Research (SEDR): In contrast to the programs of SPI and SERI, which concentrate on support of individuals and institutions using known mechanisms, the emphasis in SEDR is on activities to develop new knowledge and new means for improving science education at all levels. The programs supported range from basic research in selected areas of science education to the development of specific instructional materials, technologies, and methods. Innovation, transferability, and potential for national impact characterize projects supported by SEDR.
- Office of Science and Society (OSS): The Office of Science and Society supports projects to increase public understanding of science and technology and the role these play in meeting national needs, and to increase understanding of the relations between ethical and human values of society and scientific knowledge to the public.

Within these divisions are approximately 27 programs, most of which are non-targeted. Certain programs, however, are aimed at a specific population and intended to help rectify inequities or to promote the scientific potential of critical populations.

Women in Science (WIS) is one such targeted program; the intended recipients of the work performed under grants from the WIS program are women and girls. The WIS program evolved out of growing concern over the traditional underrepresentation of women in science and technological careers. A few selected statistics will illustrate the scope and extent of the problem.*

**THE WIS PROGRAM EVOLVED OUT OF GROWING CONCERN OVER THE UNDER-REPRESENTATION OF WOMEN IN SCIENCE**

- Women represent only 10% of the scientific labor force.
- The proportion of women earning doctoral degrees in science is no greater in 1979 than it was in the 1920's.
- Only about 1% of engineers are women; only about 2% of physicists are women; only about 5% of chemists are women.
- Conversely, there are proportionally more women in fields characterized by high unemployment (e.g., social science).
- Scientifically trained women experience unemployment rates 3-5 times higher than men in the same field.
- Women earn less than men in every scientific or technological field, at every degree level, at every level of experience, and in every employment setting.
- Minority and handicapped women have yet to reach any measurable participation in science.
- A smaller percentage of females show an interest in science in high school.
- A smaller percentage of females aspire to science careers and this percentage declines through college.
- A smaller percentage of women hold degrees in science.
- A larger percentage of women drop out of graduate school for non-academic reasons.
- Fewer already-trained women work in scientific/technical careers.

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* Source: Scientific Manpower Commission, American Association for the Advancement of Science.

In response to this accumulation of distressing statistics, the Women in Science program was officially created via Congressional authorization in 1976, although prior to this date the Office of Experimental Programs had funded a series of educational experiments designed to further the understanding of and test possible solutions to the problem of underrepresentation of women in science.

**THE MESSAGE WE GOT WAS TO BECOME MORE ACTION ORIENTED**

The Congressional authorization of 1976 directed the Foundation to "develop and test methods of increasing the flow of women into careers in science." While the authorization act gave no prescriptions on how this was to be accomplished, the message we got was to become more action oriented.

To develop a program plan the staff of the Science Education Directorate worked with the Committee on Minorities and Women in Science of the National Science Board, which is the policy-making body of the Foundation. According to the plan developed and approved by the full Board, the Women in Science program was to direct its efforts to three target audiences: high school women, college and university women, and women with degrees in science who were not in science or were underemployed in terms of their original education. Further, the WIS program was to be experimental in nature, with evaluation feedback systematically going into program design on a fairly continual basis. The three subprograms evolved out of this discussion: Science Career Workshops, Science Career Facilitation Projects, and Visiting Women Scientists.

Science Career Workshops: The SCW sub-program originally provided small grants (approximately $10,000) to colleges and universities to carry out one- or two-day, multidisciplinary workshops for women undergraduate, graduate, and post-educational students in order to provide them with information and practical advice regarding science careers. Workshop efforts were intended to provide a variety of role models, the opportunity for formal and informal discussions with active women scientists, practical information about job-seeking or advanced training, and other similar events.

As a result of solicited and unsolicited recommendations from those in the scientific and educational community, NSF staff experience, and evaluation data, the SCW sub-program has changed significantly. For FY 1980, the following changes have been implemented:

- The career break that presently is experienced by at least 40% of women scientists must be a major theme in the Workshops, and a greater participation

in the Workshops by women scientists who are unemployed or underemployed will be required.

- Eligibility to compete for Workshop grants has been expanded from institutions of higher education to include other not-for-profit organizations with scientific expertise.
- The development of a continuing activity will be of equal importance to the Workshop itself.
- Maximum funding for these two-phase Workshop projects has been increased from $12,000 to $20,000.

In fiscal years 1976 through 1979 a total of 99 grants were made for Science Career Workshop projects in 36 states, the District of Columbia, and Puerto Rico. Of these, 93 were for women students in colleges and universities (69 for those at the freshman and sophmore level, 21 for those at the junior and senior level, and 3 for those in graduate school) and 6 for women who have at least a bachelor's degree in science and are unemployed or underemployed in science.

Science Career Facilitation Projects: The Science Career Facilitation Projects sub-program was originally designed to update and augment the scientific knowledge of women who received bachelor's or master's degrees in science at least two years (and not more than 15 years) before their acceptance as participants in the projects. The objective was to bring the participants to the point where they were eligible to enter graduate school or to obtain scientific employment immediately. These projects consisted of specially designed courses, independent study, research participation, internships in industrial or governmental laboratories, or combinations of such activities. Existing courses have also been used to a limited extent in some projects. The term of participation varied from project to project, but was expected not to exceed 12 months. Participants were selected by the grantee institution.

Given the relatively small amount of funds available for such projects, the decision was made not to train or retrain women in fields in which they were already fairly well represented or in which jobs were not in good supply.

**TRAINING PROVIDED IN FIELDS WITH GREATER THAN USUAL UNDERREPRESENTATION**

Therefore, proposers were required to give evidence that the field in which the training was proposed be characterized by greater than usual underrepresentation of women and by good opportunities for employment. The result has been the funding of projects primarily in chemistry, engineering, computer science, or interdisciplinary, problem-oriented fields.

The Science Career Facilitation Projects have been of three main types. In the first, participants are simply updated in their original fields. In the second, they are converted from one field to another, for example, from chemistry to chemical engineering or from physics to electrical engineering. In the third type, they are updated in their original fields but given additional training in a new field so that they have the equivalent of a special interdisciplinary degree.

As a result of experience, evaluation data, and field recommendations, the SCF sub-program has also evolved. For FY 1980, the following changes have been made:

- More emphasis has been placed on the requirement for the institutionalization of Science Career Facilitation Projects.
- Proposals for Science Career Facilitation Projects will be accepted from institutions that have not received previous awards from NSF as well as from previous grantees.
- Maximum levels of funding have been established. In the case of renewal awards, a significant institutional contribution will be required.

A total of 33 grants were made from 1976 through 1979 for Science Career Facilitation Projects designed for women with degrees in science who needed a special educational experience in order to enter or reenter science. Of these, 21 were for new projects and 12 for the continuation of projects initiated in 1976 and 1977. Because the Foundation wished to evaluate the program concept before initiating additional efforts, proposals for new projects were not invited in 1978 and 1979.

Visiting Women Scientists: Efforts directed to high school students began in 1977 with the award of a contract to Research Triangle Institute (RTI) to plan a Visiting Women Scientists Program. RTI implemented this plan by conducting a pilot program in which 30 women scientists visited 250 selected high schools throughout the nation. In 1977-78, 110 high schools were visited, of which 31 were exclusively or partially at the junior high level. The activities of the visitors varied from school to school, but included presentations to assemblies and classes, as well as small-group meetings with students, teachers, and counselors. The schools received assistance in obtaining non-sexist career materials, such as pamphlets, films, and bibliographies.

The Visiting Women Scientists sub-program will not be renewed in FY 1980. In order to stimulate the

development of similar programs, however, Research Triangle Institute has prepared a Manual of Program Operations based on the knowledge and experience gained in conducting the pilot and 1978-79 effort. A Women Scientists Roster, containing the names/addresses of approximately 1300 women scientists and engineers interested in visiting junior and senior high schools in order to encourage females to consider science careers, has also been compiled.

**THE SCIENCE EDUCATION DIRECTORATE IS PLANNING SPECIAL EMPHASIS ON THREE PRIORITY THRUSTS**

In addition to the Women in Science Program, the Science Education Directorate, as a whole, is placing special emphasis on three priority thrusts: early adolescence, groups underrepresented in science (women, minorities, and physically handicapped persons), and out-of-classroom science learning. As a result, most of the 27 Science Education programs will be encouraging more proposals by or for women, and scrutinizing all proposals more closely for activities related to this (and other priority) populations.

Inquiries about the Women in Science Program should be sent directly to the WIS Program Director, Joan Callanan, Division of Scientific Personnel Improvement, Washington, DC 20550.

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# THE NATIONAL INSTITUTE OF EDUCATION

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I want to talk about women and the distinctions we make at the National Institute of Education (NIE). We talk about research on women, and the funding that I will be talking about is for research on issues having to do with women. We look for people to do that research--the best people we can get of whatever sex, race, or inclinations. We also have a very high commitment to increasing the number of women and minorities who take part in educational research because we believe that educational research is vitally important to this society. Education requires all the talent available, and we want to draw it from all the sectors of the society. So I really want to talk about both research on women and by women.

**WE FUND TO INCREASE EQUITY IN EDUCATION AND TO IMPROVE LOCAL EDUCATIONAL PRACTICES**

Why do we fund? We have two general principles that we apply to projects we are funding. We ask two questions of them. First, is this likely to increase equity in education? In defining equity we are referring to a project's likelihood to reduce the predictive value of race, sex, or social class for educational achievement. I am not so naive to think that we are going to eliminate that predictive value in my lifetime or even within the century, but we are interested in research that will help us make intelligence and perseverance better predictors of success than race, sex, or social class.

The second question, is this project likely to improve local educational practices? By this we mean school or some other educational activity that will occur locally. It is still the case that most of us are

educated in a local setting--I hate to use the word "school," but actually it is frequently in a school.

How do we fund? NIE used to fund most of its projects through requests for proposals (RFP), which is a contract of the kind Beverly Kool has been describing most accurately. I am prejudiced against RFP's, since they only apply to a relatively limited portion of the educational research community that makes the Commerce Business Daily and the Federal Register obligatory reading. If you want to get money from the Federal Government, I strongly encourage you to do that. But I think that many very good educational researchers do not read those fascinating documents at $80 a year.

My prejudice against RFP's is also registered against their assumption that all human wisdom rests in Washington, where the RFP is designed by the people on the staff of the Federal agency. And while I think that we are terrific at NIE, I do think it is conceivable, barely conceivable, that there might be somebody in Palo Alto, California who might have an idea about how to design a research project. I would even say West Lafayette, Indiana and possibly Cambridge, Massachusetts. For that reason NIE is shifting from an almost exclusive reliance on the RFP to the grant announcement. I have been at NIE for two years. The first year we were funding 15% of our projects through grants. This last year it was 57%.

**NIE IS SHIFTING FROM ALMOST EXCLUSIVE RELIANCE ON THE RFP TO THE GRANT ANNOUNCEMENT**

There is another advantage to the grant. Unlike the RFP, which you barely have a chance to receive in the mail, telling you what you have to submit, before you have to submit it, grant announcements usually provide a much longer period of time for collecting your thoughts about how you would like to design the project. I think that is a good idea.

So NIE funds both by grants and by contracts under RFP's. We are also using a great deal more peer review, and our peers are broadly defined. They do not represent just one sex or one race or one age or one kind of institution. Although peer review is not the solution to all problems, I think it is a whole lot better than no peer review.

Another characteristic of the kind of funding we do, which we have learned from our friends at the Fund for the Improvement of Postsecondary Education who are very pedagogically inclined, is the preproposal. Rather than making you go to an enormous amount of work on a full proposal, send it in cold, and have no idea of whether you are going to make it or not, you write a much shorter preproposal. You then hear from NIE about whether they think you have a chance. Of course, if they say they think you have, that does

not necessarily mean you will get funded in the end. But it does mean you have a better chance and you know a little bit more about where you stand.

Who do we fund? We fund researchers with talent. At least we hope so. We do not have a set quota of women, or minorities, or small businesses that we are going to fund. Periodically, Congress reminds us of some categories that we might like to fund, but they are usually not women. We believe that by having a politically viable enterprise, which hopefully NIE is becoming, we will be able to make judgments about who we fund on criteria of professionalism, which has to do with quality. Now I know that quality can be argued. But there is no question, I think, that we really are trying to use that as the principal criterion.

**CONGRESS REMINDS US OF SOME CATEGORIES THAT WE MIGHT LIKE TO FUND**

In the past, we did not fund individuals without affiliation. We now do. This is particularly important for women, and that is the reason we started doing it. In a previous incarnation, I tried to get money from foundations--occasionally, from the government. The task was so arduous that I hated to try. In those days I was very conscious of the fact that in order to apply for money, women had to have institutional affiliation. We are now funding half a dozen women who did not get tenure at A, B, C, or D institutions and who are applying to us from apartments in Boston, Massachusetts or Madison, Wisconsin. We now have a way to fund them as well as the conventional groups that we fund through institutions.

One grants competition of particular interest to you addresses the problem not of research on women, but about women and minority educational researchers. It is called the Experimental Program for Opportunities in Advanced Study and Research in Education. You remember I make a big distinction between research on women and women as educational researchers. NIE feels that there are a good many women and minority educational researchers in this country, but a relatively small number who are in positions of responsibility in educational research, or in positions of recognized esteem. Another problem for many women and minority researchers is that they are at institutions which are not research-oriented, and they do not have the resources or the environment in which to do research. I do not believe that the merit system operates perfectly in higher education in this country. Yes, it works, but most imperfectly, and every once in awhile it needs a little help. We are helping the merit system by providing opportunities for women and minority educational researchers to engage in some activities that will bring them into the network, which is what the National Academy

**I MAKE A DISTINCTION BETWEEN RESEARCH ON WOMEN AND WOMEN AS RESEARCHERS**

of Education proposal unabashedly does, gets them in touch with members of the National Academy who are prestigious figures in American educational research. Another project provides a year for women and minorities to do extensive research at a well-known library in southeastern Massachusetts, which has quite good resources. So there are a variety of ways to get women and minorities into the meritocracy.

The last point is unsolicited proposals. These may be submitted at any time, but they are reviewed only twice a year. We fund them usually below the level of $50,000 a year. Since I have been here at the AERA, two separate women have accosted me, complaining vigorously on this subject. "We look at what you are funding through your unsolicited projects," both women said. "The trouble is that you're just funding things about women; you're not funding other things. Does that reflect your biases?" I wish the bureaucracy were so responsive to my biases. But alas, such is not the case. Unsolicited proposals are not intended to be huge grants, but smaller ones. In this last cycle, NIE received some 300 proposals which were evaluated using a two-stage peer review process. We made 21 awards and approved another 20 or so if funds were available at the end of the fiscal year. That gives you some idea of what the cut is. It is a tough cut. It used to be that we did not get that many proposals, but now we are getting more. So it is a very tough, competitive process. BUT WE CERTAINLY DO GIVE MONEY AWAY!

**UNSOLICITED PROPOSALS ARE NOT INTENDED TO BE HUGE GRANTS**

National Institute of Education
1200 19th Street, NW
Washington, DC 20208

# THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

*Mary Jane Smalley*

*Mary Jane Smalley, formerly the Associate Director of the Women's Educational Equity Act Program, is now the Assistant Commissioner for Postsecondary Policy Analysis for the New York State Cultural Education Center. The Women's Educational Equity Act Program is a discretionary program in the U.S. Office of Education, established in 1976. Its purpose is to promote educational equity for women and to provide financial assistance to enable educational agencies and institutions to meet the requirements of Title IX of the Education Amendments of 1972.*

All the money in the Women's Educational Equity Act Program (WEEAP)* obviously goes to women's educational equity. Last year (FY 1979) we had 9 million dollars. This year (FY 1980) we have 10 million dollars. This is a miniscule amount of money, considering the extent of our obligations.

We are supposed to take care of all levels of education--preschool, elementary, secondary, higher education, and adult education. We are supposed to take care of all content areas, as well as all persons involved in education, such as teachers, administrators, counselors, employers, parent groups, and prison matrons. Also included are the special target populations of women and girls with specific needs, such as minority women, rural women, incarcerated women, older women, and so on. Everyone in the country, except a profit-making organization, is eligible to apply. The Women's Educational Equity Act (WEEA) is one of the few programs in the Department of Education that even gives grants to individuals. Particularly in the small grant program have we given more and more grants to individuals, who are discovering that they do not have to lose all the money in overhead; it all goes to the project.

**WOMEN'S EDUCATIONAL EQUITY ACT IS ONE OF THE FEW PROGRAMS IN THE DEPARTMENT OF EDUCATION THAT GIVES GRANTS TO INDIVIDUALS**

* Leslie R. Wolfe now directs the Women's Educational Equity Act Program. The announcement of the closing date for grant applications appeared in the February 26, 1980 issue of the Federal Register. Within that, five priorities for funding general grants were listed: Title IX, racial and ethnic minority women and girls, disabled women and girls, educational policy and administration, and elimination of barriers to women's educational equity.

With such demand on our limited funds, we realized the impossibility of giving out money to provide direct assistance to people to carry out educational equity. Instead, we would have to try to address the major national needs. That was the way we started going when the program began in 1976.

The level of competition is incredible. In FY 1979, for the large grants, anything over $15,000, we received 517 applications. Of these, only about 25 to 30 could be funded. A lot of excellent proposals go unfunded, not because we think they are not good; we do not reject them, and not being funded does not mean that the people are failures. The money simply does not go very far. The competition in the small grants program is not quite so tough and the law has changed, raising the ceiling for small grants from $15,000 to $25,000.

I might suggest that any of you interested in submitting proposals get on our mailing list, which has about 12,000 names already. This way, you will receive our annual report, which has a description of each project that we fund and of their products that are available and on the market. You also get copies of the grant application packet as it comes out.

**CONGRESS AGREED WE SHOULD CONTINUE OUR NATIONAL FOCUS**

When the Women's Educational Equity Act was reauthorized last summer, Congress agreed that we should continue a national focus. They wrote into the law that we ought to fund only projects that were demonstration, developmental, and dissemination efforts of national, general, or statewide significance, as long as the budget remained below $15 million. Then they also wanted the Commissioner of Education to establish priorities. In view of the breadth of our responsibilities, which I described in the beginning, we are ready to go into depth. I hope that we will see that soon.

Further, the law stipulated that after $15 million (the second tier) we are to trigger a program that will be of direct assistance at the local level--projects of local, not national, significance. Let people out there say what is needed. Cost sharing is required, and support is limited to two years. Seventy-five percent of that money (after $15 million) will go to school districts. The remaining 25% is to be divided among all other eligible applicants. The goal is to provide equal educational opportunities for both sexes, including activities to achieve compliance with Title IX. So, we have a really important new aspect to the program.

The budget for 1980 will not trigger that second tier. But my happy task was to develop proposed regulations for this new law; regulations have to be

developed no matter what the size of the appropriation is. For this reason, I really did not deal with the money issue at all, but rather with how the law should be implemented through regulations at whatever level of funding. In the proposed regulations, therefore, everything is laid out for that second tier program should it be triggered in any year.

**WE GET NEGATIVE COMMENTS FROM PEOPLE WHO WANT THINGS CHANGED, WHILE PEOPLE WHO LIKE IT NEVER SAY SO**

I hope that you will comment on these proposed regulations. So often we get negative comments from people who want things changed, while people who like it the way it is never say, "I like it, please keep it the way it is." Only when we start balancing off the negative comments and start making some changes, do we hear things like, "Oh, no don't change it. I like that." Well, say so. Because we make a lot of compromises in trying to get our 59 official signatures, we can never please everybody or anybody completely. We know that and we expect it.

One thing you will find in the new regulations is that we do not expect to require evaluation plans in our applications. We have a new system worked out in response to the criticism that the evaluation plan is the most difficult task in the world. Our idea is to ask people to tell us, in general, what they would measure. If they are on the list of projects to be funded, we would then require an evaluation plan that would have to meet our stringent standards. This would be a condition of the award. I think this is the best of both worlds. Frankly, because our program is at the Federal level and funds national programs that can be used around the country, projects must have strong evaluation components. And yet we know that our clients, many of whom are not researchers and are extremely unfamiliar with the evaluation component, find that absolutely the most difficult thing.

In the past, WEEAP has tried to develop some activities in all areas that we were mandated to work in. We have done a lot of Title IX technical assistance materials, four contracts in that area. We have distributed 25,000 free copies of those materials. We have also funded the contract to help people develop proposals. We have funded the Women's Educational Equity Communications Network. We are developing radio and television spots in programs directed to the general public, knowing that these programs influence so much of what goes on in the schools about issues and opportunities in women's educational equity. And we do have a dissemination contractor. I believe that we are the only program in the Office of Education that has a display at AERA selling at cost the results of its grants. Although small, we are really trying to get the products out there.

**WE ARE DEVELOPING RADIO AND TELEVISION SPOTS IN PROGRAMS FOR THE PUBLIC**

On the demonstration side we have a request for proposals (RFP) "on the street," as we say in Washington, which is trying to set up comprehensive sites in eight school districts across the country to see if educational equity in a school district can be accomplished, without ruining the school, ruining the family and everything else, and to see if all the materials and programs that we have been developing could be used by one school. If these districts can do it, then we would start sending people to look and say, "Yes it can be done." But frankly, we do not know. This is a major four-year demonstration effort. The eight sites will be chosen by size. A very small school district would not be competing against the giants.*

**WE WANT TO DEVELOP NATIONAL IDENTIFICATION AND CREDIBILITY FOR WOMEN'S EDUCATIONAL EQUITY**

We also want to develop national identification and credibility for women's educational equity. If you are a National Defense Education Act (NDEA) fellow, a Teacher Corps intern, or work in Head Start, if you are a Woodrow Wilson or a Fulbright Scholar, you do not have to explain to somebody the objectives and goals of your project. People know. We are going to set up that kind of program in women's educational equity, because we think it is needed.

The Women's Educational Equity Act has great potential to make a difference for women and girls as well as for American society. It builds on a solid base of three years work and intensive planning for the future.

Women's Educational Equity
Act Program
U.S. Office of Education
Donahoe Building
400 6th Street, SW
Washington, DC 20202

* Only five sites were funded: (1) National Demonstration Site for Sex Equity--Broward Schools, University of Miami, Coral Gables, Florida, Rita Bornstein, Director; (2) Inter-Action Demonstration Site, The Network, Andover, Massachusetts, Leslie Hegert, Director; (3) Demonstration Site, Northwest Regional Educational Laboratory, Portland, Oregon, Barbara Hutchinson, Director; (4) National Demonstration of Educational Equity Resources for Women--Design Phase, American Institutes for Research, Palo Alto, California, Jane Schubert, Director; (5) Project National Equity Demonstration, University of Tennessee, Knoxville, Tennessee, Donna Young, Director.

# FUNDING "CLOSET" R&D AT FIPSE

*Alison Bernstein*

*Alison Bernstein is Program Officer at the Fund for the Improvement of Postsecondary Education (FIPSE). The Fund was established as a separate organizational unit within the U.S. Department of Health, Education and Welfare, under the general supervision of the Assistant Secretary for Education. It is a grant-making organization, with a mandate to improve post-secondary educational opportunities in educational institutions and agencies through a broad range of reforms and innovations.*

**THE FUND DOES NOT DIRECTLY SUPPORT EDUCATIONAL RESEARCH AND DEVELOPMENT, BUT A GOOD DEAL OF "CLOSET" R&D GOES ON**

The Fund for the Improvement of Postsecondary Education is known for supporting operational grants--action programs that directly affect students. The reputation is deserved. We award grants of an average size of $60,000 to $80,000 for a maximum of 3 years to all kinds of institutions and have quietly gained recognition as the place which funds practical solutions to problems in postsecondary education. Usually, the Fund is the last place one might consider when submitting a research proposal. However, this might be short-sighted on many applicants' part. For although we do not directly support educational research and development, a good deal of "closet" R&D, especially research on women in higher education, goes on under the aegis of our regular grants program.

**MANY PROJECTS GENERATE NEW RESEARCH AGENDAS OR OFFER NEW RESEARCH FINDINGS**

Education researchers, practitioners, and policy-makers all share a somewhat conventional view of research and development. Summed-up briefly, research drives action. The Fund's approach to problem solving reverses the direction--action drives research. Thus, many projects generate new research agendas or offer new research findings. Among the many women's projects we have supported, our grant to Wesleyan University and Sheila Tobias exemplifies this concept. In 1975, Fund support established a Math Anxiety Clinic at Wesleyan. The Clinic was developed to help women overcome their fear of mathematics, since test scores indicated that many more women at Wesleyan could succeed in math and math-dependent disciplines than enrolled. Tobias had read Lucy Sells's research at the University of California, Berkeley, which had suggested that mathematics

was acting as a "filter," sorting out women from scientific careers. To combat this problem at Wesleyan, Tobias included therapy sessions, extra tutoring, a pre-calculus course and provided a supportive environment in which women could study math. This single grant snowballed into a national movement, and one direct outcome concerned educational research and development. The National Institute of Education (NIE) recently committed one million dollars to support research projects related to women and girls and mathematics. This was a dramatic example of the reversed pattern--an action program stimulating a research agenda. Other projects focusing on adult women returning to college, career counseling, or increasing the participation of women in professional fields, frequently include data which provide the basis for some of the most significant educational research at the postsecondary level. However, the primary purpose of the grant continues to be action programming.

**A FEW GRANTS WERE DESIGNED TO EVALUATE EXISTING PROGRAMS ON PUBLIC POLICIES**

Another way to look at the Fund's support for R&D is to analyze several grants which were designed to evaluate existing programs or public policies. Although the Fund has not supported many of these efforts, it is likely that we may be doing more in this area in the future. A project with the Mexican American Legal Defense Fund (MALDF) in California begun in 1978 is a concrete example. That grant reviewed affirmative action programs for minorities and women at some ten California law schools. The rationale behind supporting this activity rather than establishing yet another program is not too far removed from our legislative mandate. The staff believed that the time had come to look at the track record of some of these schools and programs to determine whether minority students are persisting to graduation, especially those who were initially deemed "high risk." MALDEF wanted to evaluate (in other words, do research) existing practices as a way to improve the law schools' response to affirmative action. The results will be shared and discussed with administrators from each institution. In this way, research will serve as an impetus for change and improvement. By linking research and evaluation to policy development, an otherwise passive data collection effort becomes an action program providing direct service to students.

A variant on this kind of effort was another project that measured the differential impact of women's programs on students. Three types of curricula were evaluated--women's studies courses, skills assertiveness training, and internships. The project director was a woman affiliated with an Ann Arbor, Michigan consulting group, Formative Evaluation Research

Associates (FERA). FERA received $35,000 to interview students and faculty on eight campuses and then provide feedback to administrators so they would know which factors in the curriculum had the most profound influence and why. Once again, this grant reflects the Fund's interest in research that takes the form of program evaluation and leads to significant change.

What is the connection between these grants and American Eductional Research Association interests? I noticed in the conference program that there is an entry in the index entitled, "Women, Education and Work." I looked up the panel and discovered that it was about women administrators. NIE has addressed the issue of working women by funding a new, national body, The National Commission of Working Women (NCWW). Its purpose is to raise the consciousness of the public at large about the employment and educational needs of the "80 percent"--those women who have pink collar jobs--our waitresses and beauticians. The Fund has recently awarded a grant to the NCWW to help working women in five cities link-up with educational institutions and take courses which might lead to occupational mobility. Yet, there is little research concerning these activities or the economic and social needs of working women that make it difficult for them to pursue an education.

**THERE IS LITTLE RESEARCH ON THE ECONOMIC AND SOCIAL NEEDS OF WORKING WOMEN**

The Regional Learning Service in New York State and Winners, Inc. in Boston counsel prospective students and advocate for women returning to college. Some have called the work they do "educational brokering" because they are committed to brokering the best kinds of services to their clients, not just advising students to attend any single institution. Researchers have looked at these programs and have suggested why they seem to work better than traditional, institutional-based counseling. This was a particular interest of the late Marcia Guttentag, who received a Fund grant to perform an analysis of four brokering activities for returning women.

**A YET UNEXPLORED AREA OF RESEARCH IS THE IMPACT OF SINGLE SEX AND COEDUCATIONAL INSTITUTIONS ON WOMEN**

Finally, one of the most important, yet unexplored, areas requiring research concerns the impact of single sex and coeducational institutions on women. Which factors within a college environment are most conducive to women's education and enhance their aspirations, self-confidence, and skills in non-sex-stereotyped fields? Those of you who have been reading the literature on the future of private colleges will be just as concerned as I am that many women's colleges will not survive the next two or three decades. We need to know a great deal more about the strengths of these schools: if they make a special difference in the education of women; and then, how this happens.

The question still remains, can researchers find support at the Fund for their interests? First, you must research the funding patterns of the agency. Get a copy of our publication, Resources for Change. (Write directly to the Fund, 400 Maryland Avenue, SW, Washington, DC 20202.) It lists all of the grants that have been made, including a one page abstract of each project and the project director's name and phone number. This publication gives quick and easy information about the Fund and its programmatic interests. Next, determine what kinds of evaluations are currently being considered by those projects and how you might become involved in them. There are several women's projects listed; in fact, approximately 28 percent of new grants had some specific mention of women's equity or educational needs.

**ABOUT ONE-THIRD OF ALL FUND PROJECT DIRECTORS ARE WOMEN**

Parenthetically, it is worth noting that about one-third of all Fund project directors are women. These directors' projects run the gamut from rural education programs for Alaskan natives to a Harvard grant for measuring educational outcomes from college degrees. Although a majority do not necessarily focus on women, women obviously benefit from these kinds of action projects.

In addition to researching current Fund grants, the best way to learn about any government agency is to infiltrate it and become a reader/evaluator of proposals. Each year, we conduct an extensive review process in which we take preliminary proposals out to different parts of the country for review. In this way we are able to get a broad range of readers, since many people, especially women and minorities who are not in a position to take three days off, are unable to come to Washington. As a reviewer, you stand the best chance of learning about the Fund and influencing its funding decisions.

I can sum up these remarks by urging you to think creatively about the connections between action programs and research agendas. Do not dismiss programs which at first look as if they have no interest in educational research and development. Their approach to R&D may be different, but certainly worth investigating.

Fund for the Improvement of
Postsecondary Education
Room 3123
400 Maryland Avenue, SW
Washington, DC 20202

# AN OVERVIEW OF FOUNDATION AND CORPORATE FUNDING FOR WOMEN'S EQUITY IN EDUCATION

*Jing Lyman*

*Jing Lyman is Chair of Women and Foundations/Corporate Philanthropy and trustee of the Rosenberg Foundation and the Foundation Center. Women and Foundations/ Corporate Philanthropy was incorporated in 1977 to promote grant-making for women and girls, to work with people in philanthropy concerned about the special needs of women and to encourage the participation of women at all levels of organized philanthropy.*

If I had not very recently reached the age of enlightenment myself, I should be astonished at the level of ignorance about private philanthropy among even my better educated friends. Have you heard of Women and Foundations/Corporate Philanthropy? Have you heard about the Foundation Center?

I would like to summarize for you the various types of philanthropic organizations so that you will have some background against which to utilize what I say.

**THERE ARE ABOUT 26,000 FOUNDATIONS IN THE UNITED STATES, WITH AGGREGATE ASSETS OF $31.8 BILLION**

There are about 26,000 foundations in the United States, with aggregate assets of 31.8 billion dollars.* Together, they gave 2.01 billion dollars in grants in 1977. Of these 26,000 foundations, 23,000 have assets of less than 1 million dollars each, accounting for about 10% of all foundation assets. The other 2800 account for about 90% of all assets. About 400 foundations have assets greater than 10 million dollars, and about 50 have assets greater than 100 million dollars.

Independent foundations form the largest category, with more than 24,000. They receive their money from a single person or family or a few individuals. Many function under the voluntary direction of family members. Others, such as Ford, The Carnegie Corporation, or Rosenberg, may bear family names, but have independent boards of trustees and professional managers.

* While there are 25,000 grant-making foundations, another 1000 operating foundations provide services directly.

Company or corporate foundations, of which there are about 1500, are created by profit-making businesses to set more money aside in good years to continue to support charities in lean years. In addition, a great deal of corporate money, service, and in-kind donations are contributed directly as a business expense, as cost-effective, enlightened self-interest. There are various mechanisms for dispensing these donations. Since there is no obligation to account for such contributions as charitable expenses, and since many corporations attempt to avoid inundation by maintaining a very low profile in this area, it is extremely difficult to get an accurate picture of what and how much funding is handled in this fashion.

Finally, community foundations, of which there are 220, have aggregate assets of more than 1.2 billion dollars. They build their endowments from bequests and gifts from a number of donors and are usually mandated to spend their money in their own regions. The New York Community Trust, the Cleveland Foundation, and the San Francisco Foundation are among the largest of these community foundations.

You should probably be aware also of regional associations or foundations, such as the Associated Foundation of Greater Boston and the Donor's Forum in Chicago, which have gotten together to benefit from pooled staff and the options of leveraged funding--combining minimal assets from several foundations into a sizable aggregate for use in a specific programmatic area.

**WHERE DO WOMEN AND FOUNDATIONS/CORPORATE PHILANTHROPY AND THE FOUNDATION CENTER FIT INTO THIS PICTURE?**

So where do Women and Foundations/Corporate Philanthropy and the Foundation Center fit into all this? WAF/CP was incorporated in 1977 to promote grantmaking for women and girls, to work with the growing numbers of women and men in philanthropy who are concerned with the special needs of women, and to encourage the participation of women as policymakers in organized philanthropy. WAF/CP members come from 29 states and 187 foundations and corporations, and our board and staff undertake three types of activities:

- Establishing regional networks of women and men in philanthropy
- Disseminating information
- Conducting research

The research component was inaugurated in 1978 with our Survey of Six Foundations That Derive Their Assets from the Sale of Cosmetics to Women. We are about to publish an update on this survey as an addendum to our 1979 Community Foundations Survey.

What these surveys do is to shed light on the realities of the discrepancies in funding.

We need to know your issues and priorities to function as conceptual translators between donee and donor communities. Real equity in education will mean positive, preventative funding rather than negative, remedial funding.

Now let me deal specifically, for a moment, with the Foundation Center as a resource. The Center is the only independent, not-for-profit organization in the United States dedicated entirely to the collection, analysis, and dissemination of factual information on philanthropic foundations. The main office is in New York (at 888 Seventh Avenue) and there are now field offices in Washington, D.C., Chicago, Illinois, and San Francisco. There are also now 70 regional collections (in all states, plus Mexico and Puerto Rico) usually housed in public or university libraries or a foundation office.

**THE FOUNDATION CENTER MAINTAINS LIBRARIES AND PUBLISHES COMSEARCH PRINTOUTS**

All these collections offer access to the numerous publications put out by the Center itself (e.g., The Foundation Directory, showing full descriptions of 2818 foundations; and the Grants Index, which records all grants over 5000 dollars made during 1977), as well as the annual reports of foundations choosing to publish them. The New York and field offices also maintain extensive libraries of all materials relating to private philanthropy, plus staff to assist the information seeker. All such information is available, free, to the resourceful seeker.

The Foundation Center publishes what they call COMSEARCH Printouts on what has been funded on various topics. The printout on "women" lists 362 grants current in 1977, including all programs identifiable as programs for women and girls. Support includes education (scholarships and other student aid, continuing education, career development) plus a variety of other programmatic areas. These COMSEARCH Printouts are available for a great diversity of subjects (e.g., higher education, the arts) and can be purchased individually, as well as being available at all the repositories. The field offices plus several of the larger regional collections also have microfiche cards (and readers) for all the private foundations' IRS report forms, so that much information is, in fact, available to the conscientious researcher even if a given foundation does not publish an annual report.

In addition, the libraries have copies of such resources as the C.F.A.E. (Council for Financial Aid

to Education, Inc.) booklets on such subjects as Special Programs for Minorities and Women in Higher Education and How Corporations Can Aid Colleges and Universities.

Through cooperation between WAF/CP and the Foundation Center on our "Grants Index Project," we are attempting to:

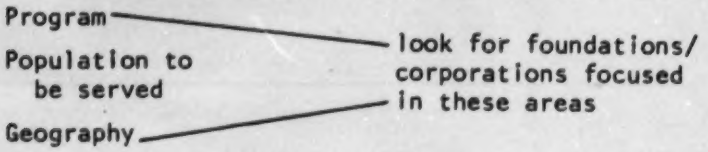
- Establish a standardized vocabulary to define programs for women and girls. When with the able help of Foundation Center staff, we tried to computer-search the concepts of "women," "equal," and "higher education," we came up with only 8 grants. However, when I went through the specialized COMSEARCH Printout under the topical heading of "women," I was able to come up with a myriad of grants made essentially for women's equity in education, but characterized under such main and secondary categories as "science and technology" and "technology."
- Our second aim for this project is to develop a more effective report form--one which will both serve as internal record-keeping utility for foundations and corporations, so that they will be motivated to fill it out, and will at the same time provide better data for the Foundation Center.
- Finally, we hope to finance an experimental search of grants below 5000 dollars, the current base of Foundation Center data. We have reason to think that some interest in new patterns of funding may appear in such an experiment.

**INEXPENSIVE RESOURCES ALSO AVAILABLE**

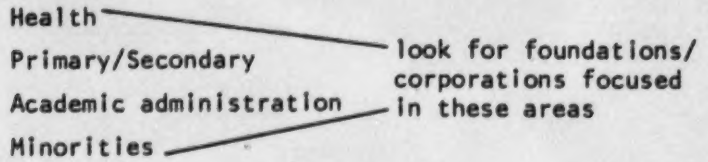
Finally, in the area of relatively inexpensive resources, I want to mention two publications. The first is The Grantsmanship Center News, published in Los Angeles by the Grantsmanship Center. The second is Foundation News, a publication of the trade association of private philanthropy, The Council on Foundations, which has just moved its offices from New York to Washington. In addition to a series of lively articles on funding issues for private philanthropy, Foundation News also carries a bimonthly index supplied by the Foundation Center as a current awareness service. It generally includes only recent grants of 5000 dollars or more reported directly to the Center.

Now, why have I laid so much stress on all these resources? Because to launch a successful proposal you must do your homework on funding sources.

What is the innovative feature of your effort?




What aspect of women's education are you concerned with?




**TRY TO BREAK SOME NEW GROUND BY TAKING A FRESH TACK ON AN OLD PROBLEM**

Do not just look for grant-makers already active in funding for women and girls. Know who they are, certainly, but try to break some new ground by taking a fresh tack on an old problem. On the other hand, do not waste yours, or the foundation's time, on a hopeless effort.

Be prepared to decide how much you are willing to change your program analysis to fit the requirements of a potential funding source. How much can you, should you, compromise without destroying the integrity of your effort. Some compromise will be almost inevitable.

Do not hesitate to use networks (men and women)--and there are a wide variety available now (e.g., WAF/CP, Women's Work Force, Alumni Associations) to provide a name to contact, with a personal reference. (If I refer you to one of my fellow WAF/CP Board members on the Rockefeller Brothers Fund in New York, or the George Gund Foundation in Cleveland, your proposal will certainly be looked at more carefully.)

Dr. Bernice Sandler, who runs the Project on the Status and Education of Women (under the aegis of the Association of American Colleges, although with her own funding) has evolved two very important support structures for herself and other women who might be perceived as being in competition for the same funds. You are familiar (probably all too familiar) with "math anxiety." Bunny found she suffered from "funding anxiety." With a program which was well past the "seed money" stage, she found she had developed all sorts of avoidance tricks which allowed her not to get on with the job of raising operating funds. Then she discovered that she was not alone in suffering this disease. In response, a group of women

in Washington have established a regular "funding anxiety" rap session which meets about every three weeks. They share their experiences and hang-ups, some of which they find they have in common (such as getting up the courage to call a program officer at one of the major foundations, being told that he or she is out of town, and hanging up with the self-righteous feeling that you have tried, so you do not have to do that again for a while, when in fact you are no nearer your funding than you ever were). Wearing my fund raising hat I certainly can identify with that syndrome. Some of their hang-ups are very individual, and then they can counsel and reinforce each other. By meeting regularly they are forced to have taken some action by the next meeting in order not to be humiliated by their peers. They overcome both the sense of isolation and also of competitiveness.

Bunny's other anxiety group is her "management anxiety" group. This consists of women who have really backed into management positions, usually in "scarcity management" nonprofit organizations. They have had no management experience or formal training, probably not had any mentors to reinforce them, and they feel terribly isolated. By sharing their problems and experiences with the group, they are able to educate and reinforce each other in very constructive ways. If either of these concepts rings a bell with you, I recommend you go home and start your own group. It may be the most effective technical assistance I can offer you.

**BY SHARING THEIR PROBLEMS AND EXPERIENCES, THEY ARE ABLE TO EDUCATE AND REINFORCE EACH OTHER**

And in the context of not trying to "go it alone," do not forget your own institution. Encourage it to go to bat for you. If you have a really well thought-through proposal, and have done effective research on appropriate funding sources, your institution will probably be eager to get in on the credit. Let them also get in on helping out.

In closing, I would like to quote from the very able young woman (I am pleased and proud to claim her as a Stanford graduate), Caroline McGilvray, who is director of the Foundation Center's San Francisco field office, and who helped me substantially, in doing some of the background work for this presentation:

> "Give women the skills to compete more successfully in the higher education arena, rather than finding funding for or designing programs to deal exclusively with the lack of equity for women in higher education."

Women and Foundations/
Corporate Philanthropy
623 Miranda Avenue
Stanford, CA 94305

# THE FORD FOUNDATION

*Terry Tinson Saario*

*Terry Tinson Saario has been a program officer in the Division of Education and Public Policy at the Ford Foundation for seven and a half years, working primarily upon the public policy issues of sex discrimination in education, youth policy, and family policy. The Ford Foundation is a private philanthropic institution chartered to serve the public welfare by giving funds for education, developmental research, and experimental efforts designed to produce significant advances on selected problems of national and international significance.*

**PRIVATE FOUNDATIONS HAVE BEEN VERY LATE IN UNDERSTANDING THAT THERE IS A WOMEN'S MOVEMENT OUT THERE**

My task today is twofold: First to tell you about a couple of sources that could be of great use to you if you want to learn more about foundations or private philanthropy and its support for women's programs; second, to comment upon the Ford Foundation and its interests in women's issues. To date, I think it is fair to say that private foundations have been very late in understanding that there is a women's movement out there. Nevertheless, increasingly more and more of them have been responsive to requests for support of various women's programs.

There is now available a report which analyzes private foundations' support of women's programs as well as the Federal Government's support of women's programs covering the years 1970-76. That report, available from the Ford Foundation's Office of Reports in July 1979, is entitled Financial Support of Women's Programs in the 1970's: A Review of Private and Government Funding in the United States and Abroad. Briefly, the report is a somewhat cursory (the databases for the analyses were not as adequate as they should have been) review of funding of women's programs. It is a synthesis of three different reports that the Ford Foundation's Women's Coordinating Committee commissioned--one by Rosabeth Kanter, of Yale University, on private philanthropic support of women's programs; one by the National Manpower Institute on Federal grants and contracts; and one by Rosalind Harris, of International Social Service, on international funding for women's programs.

A few comments on the report are in order. First, the information on private foundations was drawn from a database housed at the Foundation Center in New York. All grant actions under $5000 were excluded from the report and hence it is skewed in favor of big, national foundations with the capacity to award large grants. The study also excludes grants that may have had an indirect beneficial effect upon women, such as grants for family planning, day care, or fellowship and scholarship programs.

The report is a survey of 128 private foundations and their grant programs. A total of $34.3 million was awarded to women's projects; that is, projects which could be defined as directly addressing or benefiting women, during the seven year period. In 1976, the last year to be surveyed, $12 million was granted for women's projects, which was roughly 6% of the $2 billion granted that year by private foundations. This figure is difficult to interpret, both because it represents an advance over prior years and because it must be cast against the economic context of the years in question--growing inflation, an attendant tightening of grant-making budgets, and the moral obligation to maintain commitments in other fields.

**THE $12,000,000 GRANTED FOR WOMEN'S PROJECTS IN 1976 IS DIFFICULT TO INTERPRET**

The best source of current information on the Ford Foundation's programs on women is That 51% . . . Plus, an update of an earlier report published in 1974 simply entitled That 51%. During roughly the same period in question, in this instance 1970-78, the Ford Foundation awarded $22.5 million for women's projects, or approximately 10% of our grants budget. These funds were distributed by all divisions and offices in the Foundation, including the International Division ($3,400,000), the National Affairs Division ($7,200,000), the Committee on Public Policy and Social Organization ($9,000,000) the Office of the Arts ($5,000,000), and the Division of Education and Research, now the Division of Education and Public Policy ($9,000,000). For more information about the particulars of these and other programs, I would recommend either That 51% . . . Plus or the Foundation's Annual Report, which can be obtained through the Office of Reports.

**THE EDUCATION DIVISION'S PROGRAM ON SEX DISCRIMINATION HAS PURSUED FOUR THEMES**

The Education Division's program on sex discrimination has averaged $1.5 million in awards annually for the last several years. Using these resources, my colleague Mariam Chamberlain and I have pursued four major themes:

- Recognizing the existence of both Federal and state legislation prohibiting discrimination on the basis of sex (principally Title IX of the 1972 Education

Amendments and the 1976 Vocational Education Amendments, as well as state laws modeled after Title IX), the major component of our program on sex discrimination has been support for organizations which either monitor Federal, state or local agencies with responsibility for the implementation of the law; offer technical assistance to those schools, colleges, universities, and agencies willingly moving toward compliance with the law; or litigate when these more conciliatory measures fail.

- Even if all educational agencies were actively moving toward compliance with the law--and they are not--a deficit in the quality and content of available curricular materials and practices would be evident today. In recognition of this void, we have supported women's studies programs at the university and high school levels, have supported women's research centers on university campuses, and have contributed to the development of non-sexist supplementary texts for use at all levels of education.

- Another major problem in most educational institutions, which cannot be addressed simply by noting its existence, is the paucity of women in leadership or decision-making roles. In response, the Foundation has set up a series of job placement, training and referral systems for women interested in administrative positions at both university and K-12 levels.

- Finally, all the above presumes that if women could be treated equally by educational institutions, they would be similar to men in terms of performance and career outcomes. In many respects, this is an untested assumption. Hence, the Foundation's investment in basic research on the development of sex differences and the commonality or dissimilarities in these patterns across cultural settings.

At the time I gave this presentation, I stressed that the future for women's programs at the Ford Foundation was an unknown commodity. Even though the factors I stressed in making this comment remain the same--a new President who will undoubtedly establish his own priorities for Foundation work and the continuing reduction in the Foundation's budgets--the Foundation's Board and staff remain highly committed to affirmative action and are likely to continue to endorse the Foundation's investment in women's programs. The level and degree of this investment are the unknown variables.

**THE FOUNDATION WORLD IS NOT, IN GENERAL, THE BEST SOURCE FOR EDUCATION RESEARCH FUNDS**

Underlying all this, however, is the one last note of caution for those who are interested in seeking support for basic research of the sort most educational researchers are engaged in. The foundation world is not, in general, the best source of such funds. Furthermore, the Ford Foundation is even a less probable source than most others since its mandate and commitment to human and social rights issues frequently takes it into an applied, aggressive, and activist stance.

Program Office
Ford Foundation
320 East 43rd Street
New York, NY 10017

# A REVIEW OF RESOURCES TO HELP WOMEN LEARN HOW TO SECURE R&D FUNDS

*Patricia Scheyer Templin*

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**A MORE EQUITABLE SHARE OF EDUCATIONAL RESEARCH AND DEVELOPMENT REQUIRED**

It is a fact--women should be obtaining a more equitable share of educational research and development funds. In order to increase their participation in research, however, women need to have better information and help in the "how-to" of seeking funds. This review of resources is intended to help those who wish to begin seeking funding. It describes some of the relevant resources and suggests approaches on how and where to find help. The sources cited here are offered as a consumer's guide. Although not comprehensive, these sources provide the assistance needed to start locating funding. They are expected to lead the fund seeker to additional sources.

The sources were selected by the following criteria:

- Applicability for securing R&D support
- Degree of specificity of their information
- Whether or not intended for those with previous experience in seeking funds
- Effectiveness in helping women secure funds
- Special focus on needs of women
- Extent to which they are sex fair in their language and communication activities

The criteria would also help prospective fund seekers judge the merits of grant writing and fund seeking materials and training programs proliferating in the commercial market.

A variety of sources for information, materials, and technical assistance are geared to help with developing proposal writing skills and finding sources of funding. Following the discussions on the types of resources available for each of these is a listing of bibliographic materials that will be helpful for both activities.

## Developing Proposal Writing Skills

**DEVELOPING PROPOSAL WRITING SKILLS**

A growing number of training materials, courses, workshops and programs are designed specifically to assist fund seekers. In addition to those listed below, the prospective proposal writer should scan the advertisements and announcements in such publications as The Chronicle of Higher Education. Be alert for workshops and seminars given at the annual meetings of professional associations, particularly the American Educational Research Association. Check for courses being offered at community colleges and by non-degree, adult programs at universities. Local women's centers may have information on resources specific to your geographic area.

The Grantsmanship Center
1031 South Grand Avenue
Los Angeles, CA 90015
(213) 749-4721

Offers formal workshops in proposal writing and publishes a bimonthly newsletter, The Grantsmanship Center News ($20/year).

Women's Action Alliance
370 Lexington Avenue
New York, NY 10017
(212) 532-8330

Provides technical assistance services on fund-raising for women's programs and offers a proposal critique service for $5.

Women's Educational Equity Act Proposal Development Project
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3110

Conducts proposal writing workshops for people specifically interested in developing projects related to women's educational equity. Has published Developing Successful Proposals in Women's Educational Equity: The Guide; The Supplement; The Swipe File. See bibliographic resources at the end of this chapter for availability information.

## Finding Sources of Funding

**FINDING FUNDING SOURCES**

In the process of seeking funds, the neophyte researcher will be learning the rules of the R&D game and developing a support system of persons on which to rely for various kinds of information. This means becoming familiar with a number of persons, mentors, and other contacts who are willing and able to help. Sometimes their assistance is direct; other times it may take the form of a referral to someone else. Besides university and college departments, research offices, funding offices, and Federal agencies, such persons may be found in already funded projects, women's organizations, centers, and clearinghouses in various regions and localities around the country.

Listed below are some of the resources that can be tapped when seeking sources of funding. Included are resources referring you to specific funding agencies. Elsewhere in this publication some of these specific agencies are discussed (U.S. Department of Labor, the National Science Foundation, the National Institute of Education, the Women's Educational Equity Act Program, the Fund for the Improvement of Postsecondary Education, and the Ford Foundation) and will not be dealt with here.

Resources that may be both referral services and direct sources of funding are university-based women's centers. Most university women's centers have two functions: developing curricula for undergraduate courses of study, and providing counseling and other services. Many, however, are directed by women faculty who may help steer fund seekers to helpful sources elsewhere on campus (e.g., researchers, the grantsperson or other person on campus who regularly scans the Federal Register and Commerce Business Daily). In addition, some university women's centers are research oriented, stimulating research through such activities as leading seminars, publishing position papers, and conducting inquiries. A complete list of women's research centers sponsored by the Ford Foundation is available from that agency (320 East 43rd Street, New York, NY 10017). More information on university centers for research on women is available from the National Women's Studies Association, University of Maryland, College Park, MD 20742).

In addition to the resources mentioned above and the following listing, there are many women's organizations, professional associations, advocacy groups, and legislative watchdog groups that either directly or indirectly support educational research and development efforts for and about women. Many of these are listed in Directory of Organizations Working for

Women's Educational Equity (January 1980). It is available from the Women's Educational Equity Communications Network, 1855 Folsom Street, San Francisco, CA 94103 for $6 prepaid.

The Clearinghouse
Health Services and Mental Health Administration
5600 Fishers Lane
Rockville, MD 20852
(301) 443-4517

The National Clearinghouse for Mental Health Information is contained within the U.S. Department of Health, Education, and Welfare. They are online to many computer databases and will conduct personal searches for anyone.

Educational Resources Information Center
Central ERIC
National Institute of Education
Washington, DC 20208
(202) 254-5555

ERIC is a national information system designed and developed by the U.S. Office of Education, and now supported and operated by the National Institute of Education. ERIC provides access to descriptions of exemplary programs, research and development efforts, and related information.

The Foundation Center
888 Seventh Avenue
New York, NY 10019
(212) 975-1120

Field Offices

The Foundation Center
1001 Connecticut Avenue
Washington, DC 20036
(202) 331-1400

Donors Forum of Chicago
208 South LaSalle Street
Chicago, IL 60604
(312) 726-4882

The Foundation Center
312 Sutter Street
San Francisco, CA 94108
(415) 397-0902

An independent, non-profit organization dedicated solely to the collection, analysis, and dissemination of information on philanthropic foundations. In addition to the national and field offices, there are 70 regional collections located, for the most part, at college and university libraries. Access to the Foundation Directory (full descriptions of

nearly 3000 foundations), the Grants Index (all grants over $5000 for a given year) and annual reports of foundations is possible at the national and field offices and the regional collections. In addition, the national and field offices have extensive libraries of materials relating to private philanthropy. A listing of the 70 regional collections can be obtained from the national or field offices.

National Committee on Responsive Philanthropy
810 18th Street, NW, Room 408
Washington, DC 20006
(202) 347-5340

A national membership organization that promotes increased levels of funding for social change programs and organizations. It conducts research and disseminates resource materials.

Washington Representative Services
2215 M Street, NW
Washington, DC 20037
(703) 243-8912

For detailed description see Beverly Kooi's paper, "Women and Contracting for the Federal Government," included herein.

Women and Foundations/Corporate Philanthropy
866 United Nations Plaza, Suite 435
New York, NY 10015
(212) 739 7712

A national membership organization for people who work in philanthropy, it promotes grant-making for women and girls, disseminates information, and conducts research.

Women's Educational Equity Communications Network
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
(415) 565-3032

WEECN, funded under the auspices of the Women's Educational Equity Act, collects and organizes the literature on women and girls and education into a computerized database; publishes bibliographies, information guides and other products dealing with women's educational equity; and provides information on all aspects of women's educational equity--including information on educational R&D funding--to both the educational community and the general public. Resources in Women's Educational Equity, a semi-annual abstract journal, is the print index to

the database that contains information on research and development efforts. See bibliographic resources at the end of this chapter for availability information.

Many print resources exist to help the fund seeker in both developing proposal writing skills and seeking sources of funding. Following is a listing of some of these materials. It has been broken into two categories. The Core Bibliography is designed for persons interested in knowing only of a few, good resources. For those with the time and inclination, the General Bibliography offers a more extensive collection of references.

Many of the materials can be found in college, university, and larger public libraries. But ordering information has been included, whenever possible, for those who wish to obtain copies for themselves.

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VOL. II THE SUPPLEMENT
VOL. III THE SWIPE FILE
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FINDING FUNDS FOR PROGRAMS RELATING TO WOMEN'S EDUCATIONAL EQUITY (WEECN). 1978. Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; order no. 017-080-01835-7, $2.50 prepaid. This overview of the funding process offers general information on how to locate government and private funding sources, write effective requests, and follow them through.

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VOLUME 1. 1977. Order No. 017-080-01820-9; $5.
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